

PROCEDURES IN TEACHING ART

Pertinent thinking to procedures and purposes show agreement in the point of view.

I. "*How do you help children build up an idea for a picture?* The idea must be the child's, but once he is started the teacher can help him. "Sometimes I say to a child, 'Very well, if you can't draw anything, don't try to; but suppose I should ask you now if there is anything you would love to do . . . do you like to swim and dive?' " 'Yes'. 'Do you like to go alone?' 'No'. 'How many should you like to have with you, and do you like children or grown-ups?' 'About three children.' 'Well, do you like to go in the ocean or a lake, or a pool?' 'In the lake.' 'Are there trees around the lake? Tell me about it.' You see, I am developing his mental picture. We are working it out together, but the ideas are all coming from him. When I feel that he has the picture sufficiently in mind, I say, 'All right, now would you like to draw it? Draw a picture of the place you would like to go swimming in!'"¹ Some children have numerous ideas; others have none. *The problem is to keep the child with many ideas from planning for the entire group.*

Other examples of this:

1. "Discussion, observation and conversation about experiences and environment and interests in their everyday world."—L. ROSEMOND.
2. "Begin with the children's experiences with the thing to be pictured."—MRS. N. C. CALDWELL.
3. "Example: It is a rainy day. How did the rain look to you as you walked to school? What did you think of as you walked along? What color would you need to make a picture that tells how you feel?"—DONNA LEE LOFTIN.
4. "They often take a walk together to get something in mind . . ."—HELEN WOOTEN.
5. "To help children build up ideas, use stories, poems, trips, associations, concrete objects, pictures."—LUCILLE OVERCASH.
6. "Use discussion and pictures of all kinds—in art books, magazines, and studies from life."—ELEMENTARY TEACHERS, Claxton School, Asheville.
7. "Depending on the project, I bring out from the child a work picture of what he plans to put in his picture, helping him by such leading questions as, 'What will your man be doing? Show me how he will be standing (or sitting or kneeling)? How can you show me that there will be outdoors (grass, trees, flowers, houses)? Will the man be out in a forest or town? How will you show me that he will be in a town?' (In the background there will be houses, filling stations, churches, a garage,

¹Hartman and Shumaker. *Creative Expression*. Progressive Education Association Year-book. 1936. The John Day Company. op.